



# APPENDICES

## Appendix 1

### Silabus

Nama Sekolah : SMP N 5 Kudus

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Semester : 2

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu	Sumber/ Bahan/ Alat	Pendidikan Karakter
Reading 11. Memahami makna dalam esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.	11.1 membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.	<ul style="list-style-type: none"> <li>- Teks esai berbentuk narrative/recount</li> <li>- Ciri kebahasaan teks esai berbentuk narrative /recount</li> <li>- Tujuan komunikatif teks esai narrative /recount</li> <li>- Langkah retorika</li> </ul>	<ul style="list-style-type: none"> <li>- Tanya jawab mengembangkan kosakata berdasarkan gambar cerita populer.</li> <li>- Tanya jawab menggali informasi dalam cerita berdasarkan gambar</li> <li>- Mendengarkan teks narrative /recount dengan ucapan dan intonasi yang benar.</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca nyaring dan bermakna teks esai berbentuk narrative / recount.</li> <li>- Mengidentifikasi kasi berbagai makna teks narrative / recount</li> <li>- Mengidentifikasi kasi tujuan komunikatif teks narrative /</li> </ul>	Uraian	5x40 menit	Buku teks yang relevan	Disiplin Tanggung jawab

	11.3 Merespon makna dengan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative	narrative /recount.	<ul style="list-style-type: none"> <li>- Membaca nyaring teks narrative /recount dengan ucapan dan intonasi yang benar.</li> <li>- Membaca teks narrative / recount lainnya</li> <li>- Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca</li> <li>- Menentukan tujuan komunikatif teks narrative / recount yang dibaca</li> </ul>	recount.	Uraian	7 X 40		
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## Appendix 2

### LESSON PLAN

#### (RPP)

SCHOOL	: SMP N 5 Kudus
STUDY	: English
CLASS / SEMESTER	: VIII (Eight) / II (Two)
TEXT TYPE	: Monologue Text (Recount Text)
THEME	: Daily Life
ASPECT/SKILL	: Reading
TIME	: 2 x 40 minutes (1 meeting)
COMPETENCY STANDARD	: 11. To understand the meaning in written functional text and simple short essay of narrative and recount text related to surrounding environment.
BASIC COMPETENCE	: 11.2 To respond the meaning and rhetorical steps in simple short essay of narrative and recount which related to surrounding area accurately, fluently and with right intonation.
CHARACTER	<ol style="list-style-type: none"> <li>1. Self Confidence</li> <li>2. Curiously</li> <li>3. Creatively and Innovative</li> </ol>
INDICATOR	: <ol style="list-style-type: none"> <li>1. To identify a variety of information in the Recount text</li> <li>2. To identify the steps rhetoric Recount text</li> <li>3. To identify characteristic of linguistic recount text</li> </ol>

#### 1. Learning Purpose

At the end of the session, the students are able to express:

1. Identify a variety of information in the Recount text

2. Identify the steps rhetoric Recount text
3. Identifying characteristic of linguistic recount text

## 2. Learning Material

### Recount Text

**Definition** : is a text which retells events or experiences in the past. A recount tells about something that happened in the past.

The details in a recount can include **what** happened, **who** was involved, **where** it took place, **when** it happened and **why** it occurred.

**Purpose** : to retell past events for entertaining or informing the readers.

**Generic Structure:**

- **Orientations** : Introducing the participants, place and time.
- **Events** : Describing series of event that happened in the past.
- **Reorientation** : It is optional. Stating personal comment of the writer to the story.

**Grammatical features of recount text:**

- a. Focus on specific participants; I, My group etc
- b. Using Action verb; went, look, go etc
- c. Using Time connectives; then, after that, when etc
- d. Use of past tense; (v2, was/were)

**Example:**

### AT THE BEACH

*Last weekend, my boyfriend and I went to the beach by a car. The beach was very crowded because it was holiday.* → **Orientation**

*We arrived there at 9 a.m. In there we saw a lot of people. The sea was calm and the sky was clear. We decided to swim there. We swam there about an hour. After that, the sky was very dark and raining hard. And then, we played and sang together.* → **Event**

*Although we felt so tired but it was really a fun holiday.* → **Reorientation**

- Specific participant



*Time connectives*

Action verb

**Past tense**

**MY BUSY DAY**

Last Monday was a busy day for me. I spent my time to do a lot of activities from college to my home.

First, at the morning, I did my presentation's assignment with my partner, she was Nur hidayah. It took 3 hours. And then we went to the campus for joining lecture. But, the lecturer said that our presentation would be started next week. It made us disappointed. The class was finished at 12.30.

After that, I had to go home because my grandmother was in a bad condition. She was hospitalized. So, it was a must for me to back home at that time. When I got there, there were so many members of my family. There were about 10 people. My aunt, my niece, my uncle and some of my cousins. We all hoped that our grandmother would get better soon.

Those activities made my day busy.

**3. Learning Method and Teaching Technique:**

- a. Presentation – Practice – Production
- b. PQ4R Strategy

**4. Learning Activities**

**A. Pre-Activity**

- Greeting and call the roll
- Ask and answer some question that related with the material will be given
- Explain the importance and advantages of Recount text

**B. Whilst-Activity**

**a. Exploration**

- To listen the Recount text given by teacher
- Explain definition of Recount text
- To find the meaning and the function of Recount text

**b. Elaboration**

- The teacher gives a recount text to the students
- The students preview the text that is given by the teacher
- The students make question that can guide them in reading activity
- The students read the whole text to find out the answer
- The students reflect on what they have read
- The students recite / summarize the material using their own word
- The students review the material

**c. Confirmation**

- Teacher gives chance to the students to ask about material
- Teacher giving feedback

**C. Post Activity**

- Teacher give reinforcement the material
- Teacher give motivation to the students
- Saying good bye

**5. Source**

- PQ4R Strategy
- Picture
- Let's Talk grade VIII

**6. Evaluation**

**a. Technique** : Written test

**b. Form** : Essay

**c. Instrument** :

1. Read the text carefully
2. Analyze the text above using PQ4R Strategy base on :  
social function, generic structure, and linguistic feature!
3. Answer the question based on the text

**Scoring:**

1. Rome I : each correct answer scored 1

2. Max score sum

I :  $5 \times 2 = 10$

Total : 10

3. Max score : 10

4. Student's Mark :  $\frac{\text{Accepted score}}{\text{Max score}} \times 100$

5. Assessment rubric

No	Note	Score
I	Each right answer	2
	Each wrong answer/no answer	0

**Kudus, April 2014**  
**Practitioner**

**Evi Kristianawati**  
**NIM. 2009-32-194**

**STUDENT WORKSHEET**

**School** : SMP N 5 Kudus  
**Subject** : English  
**Material** : Recount Text  
**Class/Semester** : VIII/II

**Camping**

On Saturday night, my friends and I camped on a hill nearby. We chose a flat land to set up tents. It was on the bank of a lake. We found that the lake was not so deep, but the water was clear and fresh. We saw many fish in it, so we fished there.

After setting up the tent, we took our picnic jar and had a meal together. We rolled out mat to sit on the ground. It was nice having meals in the open air.

Then, we walk into a swift waterfall. We could see how wonderful it was. Unfortunately, we left our camera at home. We couldn't take any photographs.

Suddenly, my friends slipped off. He hurt his leg. We gave him a band aid that we took from the first aid kit. Finally, we decided to go back to our tent.

Next morning we went home. It was trying but we were happy.

Answer these questions!

1. Where did they camp?
2. When did the writer and his friends have their meals?
3. What happened to one of writer's friend?
4. What is the purpose of the text?
5. What is the main idea of paragraph one?

Answer key:

1. They camp on hill nearby
2. After setting up the tent
3. The writer's friend slipped off
4. To tell the past events for the purpose of informing or entertaining
5. On Saturday night, my friend and I camped on a hill nearby



## LESSON PLAN

### (RPP)

SCHOOL : SMP N 5 Kudus

STUDY : English

CLASS / SEMESTER : VIII (Eight) / II (Two)

TEXT TYPE : Monologue Text (Recount Text)

THEME : Daily Life

ASPECT/SKILL : Reading

TIME : 2 x 40 minutes (1 meeting)

#### COMPETENCY STANDARD :

11. To understand the meaning in written functional text and simple short essay of narrative and recount text related to surrounding environment.

#### BASIC COMPETENCE :

11.2 To respond the meaning and rhetorical steps in simple short essay of narrative and recount which related to surrounding area accurately, fluently and with right intonation.

#### CHARACTER

1. Self Confidence
2. Curiously
3. Creatively and Innovative

#### INDICATOR :

1. To identify a variety of information in the Recount text
2. To identify the steps rhetoric Recount text
3. To identify characteristic of linguistic recount text

### 1. Learning Purpose

At the end of the session, the students are able to express:

1. Identify a variety of information in the Recount text
2. Identify the steps rhetoric Recount text

3. Identifying characteristic of linguistic recount text

## 2. Learning Material

### Going to Johar Market

My mother and I went shopping to Johar Market last Sunday. We took a bus 8 a.m and got there at 10 a.m.

We went to the fruit section. We bought two kilograms of guavas and three papayas. After that, we went to the fish section to buy two kilograms of fresh fish. Then we went to the fashion shop to buy dresses for my sister.

Johar market was very hot at the time. I felt so thirsty, so I asked my mother to have some drink at a small food stall nearby.

We went home at 11 a.m by a taxi because we had to go our family in Semarang.

## 3. Learning Method and Teaching Technique:

- a. Presentation – Practice – Production
- b. PQ4R Strategy

## 4. Learning Activities

### A. Pre-Activity

- Greeting and call the roll
- Ask and answer some question that related with the material will be given
- Explain the importance and advantages of Recount text

### B. Whilst-Activity

#### a. Exploration

- To listen the Recount text given by teacher
- Explain definition of Recount text
- To find the meaning and the function of Recount text

#### b. Elaboration

- Giving explanation about “Recount text”.
- Ask the students to read carefully about recount text, the title “Going to Johar Market”
- Guide the students to memorize about the text the title “Going to Johar Market”
- Explain material or text how to describe the text by using PQ4R Strategy
- As a follow up, complete PQ4R Strategy and ask the students to supply the responses and information needed
- Observe students while they complete a PQ4R Strategy
- Ask the students to do students work sheet
- Observe students while they complete a PQ4R Strategy

**c. Confirmation**

- Teacher gives chance to the students to ask about material
- Teacher giving feedback

**C. Post Activity**

- Teacher give reinforcement the material
- Teacher give motivation to the students
- Saying good bye

**5. Source**

- PQ4R Strategy
- Power point made by the teacher
- Let's Talk grade VIII

**6. Evaluation**

**a. Technique** : Written test

**b. Form** : Essay

**c. Instrument** :

1. Read the text carefully
2. Analyze the text above using PQ4R Strategy base on :  
social function, generic structure, and linguistic feature!
3. Answer the question based on the text

**Scoring:**

1. Rome I : each correct answer scored 1

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I :  $5 \times 2 = 10$

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5. Assessment rubric

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**Kudus, April 2014**  
**Practitioner**

**Evi Kristianawati**  
**NIM. 2009-32-194**

## STUDENT WORKSHEET

**School** : SMP N 5 Kudus  
**Subject** : English  
**Material** : Recount Text  
**Class/Semester** : VIII/II

### Earthquake

The day when I went home from office was a terrible day. I was driving along the coast road when the car suddenly lurched to one side.

At first I thought a tire had gone but then I saw telegraph poles collapsing like matchstick which flashed and bunt.

The rocks that tumbled across the road almost hit my car and I tried to abandon it.

When I got back to town where my people crowd died on the road, I saw some houses collapsed, the bridge had a crack, and the people said that the earthquake happened a few minute ago.

Fortunately, the earthquake did not collapse my home. I thanked God happily because my wife and my children well save.

Answer these questions!

1. What did happen in the text situations?
2. What is the purpose of the text?
3. What is the main idea of paragraph one?
4. Write the generic structure of the text?
5. Write the events that happen in the text?

Answer key:

1. The day when she or he went home from her or his office.
2. To retell the past events for the purpose of informing or entertaining
3. It was terrible day for the writer
4. Orientation – Event – Reorientation
5. Paragraph 2 until 3

## LESSON PLAN

### (RPP)

SCHOOL : SMP N 5 Kudus

STUDY : English

CLASS / SEMESTER : VIII (Eight) / II (Second)

TEXT TYPE : Monologue Text (Recount Text)

THEME : Daily Life

ASPECT/SKILL : Reading

TIME : 2 x 40 minutes (1 meeting)

#### COMPETENCY STANDARD :

11. To understand the meaning in written functional text and simple short essay of descriptive and recount text related to surrounding environment.

#### BASIC COMPETENCE :

11.2 To respond the meaning and rhetorical steps in simple short essay of descriptive and recount which related to surrounding area accurately, fluently and with right intonation.

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#### INDICATOR :

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### 1. Learning Purpose

At the end of the session, the students are able to express:

- a. Identify a variety of information in the Recount text
- b. Identify the steps rhetoric Recount text



- c. Identifying characteristic of linguistic recount text

## 2. Learning Material

### Going to Solo

Last Sunday, I and family (my wife and my three children) went to Solo to visit a relative.

First, I borrowed a car of my brother in law. Then we left home at about 7 a.m. we drove along they rough roads of Purwodadi and arrived there 4 hours later.

After chatting, praying and having lunch, we took arest for a while. Then, at about 2 p.m we left the city for home.

On the way home, we dropped at Gajah Mugkur dam to buy some fresh fish. There were plenty of fish, and the price was reasonable. Next, we continued our way home.

We got home at 7 p.m, feeling tired and sleepy.

## 3. Learning Method and Teaching Technique:

- a. Presentation – Practice – Production
- b. PQ4R Strategy

## 4. Learning Activities

### A. Pre-Activity

- Greeting and call the roll
- Ask and answer some question that related with the material will be given
- Explain the importance and advantages of Recount text

### B. Whilst-Activity

#### a. Exploration

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- Explain definition of Recount text
- To find the meaning and the function of Recount text

#### b. Elaboration

- Giving explanation about “Recount text”.
- Ask the students to read carefully about recount text, the title “Going to Solo”
- Guide the students to memorize about the text the title “Going to Solo”
- Explain material or text how to describe the text by using PQ4R Strategy
- As a follow up, complete PQ4R Strategy and ask the students to supply the responses and information needed
- Observe students while they complete a PQ4R Strategy
- Ask the students to do students work sheet

- Observe students while they complete a PQ4R Strategy in class

**c. Confirmation**

- Teacher gives chance to the students to ask about material
- Teacher giving feedback

**C. Post Activity**

- Teacher give reinforcement the material
- Teacher give motivation to the students
- Saying good bye

**5. Source**

- PQ4R Strategy
- Picture
- Let's Talk grade VIII

**6. Evaluation**

**1. Technique** : Written test

**2. Form** : Essay

**3. Instrument** :

1. Read the text carefully
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5. Assessment rubric

No	Note	Score
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	Each wrong answer/no answer	0

**Kudus, April 2014**  
**Practitioner**

**Evi Kristianawati**  
**NIM. 2009-32-032**

## STUDENT WORKSHEET

**School** : SMP N 5 Kudus  
**Subject** : English  
**Material** : Recount Text  
**Class/Semester** : VIII/II

### Having a Picnic

Last weekend, my family went to the zoo. We saw Togog. Togog is a good monkey. He is very popular at the zoo. I was very excited to see him.

I came closer to him. He was having breakfast. It was very interesting. He sat on the table and knew how to use a fork and a spoon. He drank milk from a cup. I tried to speak him. He listened quietly and nodded his head as if he understood what I was saying.

After breakfast we said good bye Togog. Then, my father took us to the "Ice Palace" to see penguins. Through a window, we saw the penguins playing in their enclosure. My father took some pictures of the penguins.

We had an enjoyable time at the zoo.

Answer these questions!

1. When did the writer go to the zoo?
2. Who is Togog?
3. How did the writer feel with Togog?
4. Where did the writer go after saying Togog?
5. Identifying the generic structure of the text above?

Answer key:

1. Last weekend
2. Togog is a good monkey, he is very popular at the zoo and he was very exciting
3. The writer feel very interesting
4. The writer having breakfast
5. Orientation – Event – Reorientation

### Appendix 3

#### THE INSTRUMENT OF THE ABILITY READING ABILITY OF THE EIGHTH GRADE STUDENTS OF SMP N 5 KUDUS IN ACADEMIC YEAR 2013/2014

**Subject : English**

**Class : VIII**

**Semester : II / Two**

**Time : 40 minutes**

**Choose the correct answer by crossing a, b, c, or d!**

**Read the text below carefully to answer the questions number 1-5!**

Yesterday my family went to Yogyakarta. We left from Kudus at 5 in the morning. My father drove his car carefully. on the way there, my young brother sang his favorite song “Twinkle-Twinkle Little Stars” many times.

We arrived in Yogyakarta at 9 in the morning. We did not stay at the hotel, but we directly visited Parangtritis beach. There were a lot of people enjoying the beauty of the beach. My brother and I played football on the white sand. It was very exciting. Meanwhile, my sister rode a horse. My parents watched us. They sat on the bench.

At the night, we looked around at Malioboro Street. My mother bought a beautiful rounded hat. My father did not want to buy anything. He just accompanied us. I got a t-shirt. My two brothers bought new shoes as their souvenirs.

Then, at eleven at night we went home to kudos. We felt so tired but happy.

1. What is the main idea of paragraph two?
  - a. The game that the writer and his brother played
  - b. The place where the family visited
  - c. The place and activities that the family did
  - d. The activities that the parents did
2. What is the purpose of the text?
  - a. To entertain the readers
  - b. To describe a certain place
  - c. To tell how to go to a tourist resort
  - d. To tell past events for entertaining
3. Then, at eleven at night we want home to Kudus. We felt so tired but happy.  
The sentence above belongs to....
  - a. Reorientation
  - b. Orientation
  - c. Resolution
  - d. Series of events
4. How long wasthe journey to Yogyakarta?
  - a. Four hours
  - b. Five hours



- c. Six hours  
d. Seven hours
5. It was very exciting. (Paragraph 2)  
The underlined word has meaning.....
- a. Dealing with hatred  
b. Having great interest  
c. Feeling of bored  
d. Something annoying

**Answer the questions number 6-10 based on the text below!**

Three years ago, I got a new bike from my grandparents. It was the best gift for my tenth birthday. Unfortunately, I could not ride on it yet. Then I tried to learn riding it.

On Sunday morning I pulled the bike my hands to the football field near my house. Then I held the rudder tightly, sat on the bike seat and pedaled slowly. Next I added the speed, the bike ran faster and faster. Suddenly, the bike was shaking and the movement was uncontrolled. Finally, it hit a plant tree on the side of field. It felt and when I felt my knee, it was bleeding.

Although all my body was in pain, I was satisfied.

6. How old is the writer now?
- a. Three years old  
b. Seven years old  
c. Ten years old  
d. Thirteen years old
7. It was the best gift for my tenth birthday. (Paragraph 1)  
The underlined word refers to....
- a. a tree  
b. a house  
c. a bike  
d. a ball
8. What is the main idea of paragraph two?
- a. The beautiful Sunday morning  
b. The shaking bike  
c. The writer's effort ride a bike  
d. The bleeding knee
9. Although all my body was in pain, I was satisfied.  
The sentence is a kind of....
- a. Orientation  
b. Series of events  
c. Resolution  
d. Reorientation
10. What is social function of the text?
- a. To retell past event  
b. To describe something  
c. To entertain the reader  
d. To persuade the reader

**Read the text below carefully to answer the questions number 11-15!**

Last year my family had a trip to Bali. My parents, my elder sister, and I spent three days.

We had a flight to Bali. We arrived at 9 a.m. Then, we checked in the hotel. It was not big, but comfortable. After taking a rest and having a shower, we had a lunch in the restaurant of the hotel. In the afternoon, we went to sanur beach. There were a lot of tourists enjoying the beautiful beach.



Some of domestic and foreign tourists surfed on the beach. They really enjoyed it. My sister and I played the sand. We built a castle from the sand.

On the second day, we had a shopping in the traditional market near the hotel. My mother bought a new dress, while my father chose a leather jacket. My sister bought a pair of unique glasses and a cap. While I liked have t-shirt.

On the last day, we checked out the hotel. We left the hotel at 8 a.m.

It was really an amazing holiday.

11. How did they go to Bali?

- |             |             |
|-------------|-------------|
| a. By ship  | c. By car   |
| b. By plane | d. By train |

12. They really enjoy it. (Paragraph 2)

The underlined word refers to....

- |                |                         |
|----------------|-------------------------|
| a. The tourist | c. Surfing on the beach |
| b. The sand    | d. The castle           |

13. It was really an amazing holiday.

The sentence above belongs to....

- |                |                     |
|----------------|---------------------|
| a. Orientation | c. Series of events |
| b. Resolution  | d. Reorientation    |

14. The family did shopping

This idea is found in paragraph....

- |        |          |
|--------|----------|
| a. One | c. Three |
| b. Two | d. Four  |

15. What is the social function of the text?

- |                            |                           |
|----------------------------|---------------------------|
| a. To describe something   | c. To persuade the reader |
| b. To entertain the reader | d. To retell past event   |

**Read the text below carefully to answer the questions number 16-20!**

On last Sunday, my parents asked me to go by car. We visited grandmother at the village because she was sick.

Firstly, mother asked father to stop at the market buy some fruits. Mother bought apples, oranges, and bananas. then, we continued our trip. It took three hours o get there. When we arrived, grandma was lying on her bed. She was thin and pale. She was happy to meet us. We kissed her and asked her condition. After that mother fed her an orange. The she felt asleep. We asked permission to go home. She give permission while she was waving her hand.

It was tiring but we were satisfied.

16. Why did the writer go to the village? Because....

- |                     |                                      |
|---------------------|--------------------------------------|
| a. He had a new car | b. His grandmother did not feel well |
|---------------------|--------------------------------------|

- c. He liked traveling  
d. He accompanied his mother
17. What did the mother buy?  
a. Apples, melons, and bananas  
b. Bananas, fruit stars and mangoes  
c. Apples, oranges, and bananas  
d. Oranges, mangoes, and bananas
18. On last Sunday, my parents asked me to go by car. We visited grandmother at the village because she was sick  
The sentence above belongs to....  
a. Orientation  
b. Resolution  
c. Series of events  
d. Reorientation
19. What is the main idea of paragraph two?  
a. The bad last Sunday  
b. The writer go to market  
c. The our trip  
d. The writer visited grandmother
20. What is the communicative purpose of the text?  
a. To explain how to go to the village  
b. To describe the grandmother  
c. To retell the past event  
d. To entertain the readers

**Answer the questions number 21–25 based on the text below!**

Last weekend the girl and the boys scouts had a “Persami” activity outside their school.

They left for the woods at five in the morning. After a long drive they arrived at the woods and found a good camping site.

“Let’s set up the tents here” said the leader. Then, they started to work. They needed two poles, some ropes and nails for each tent, in a short time the tents were ready and they put a small flag on the top of each tents.

The girls made a fire and cooked their lunch while the boys were busy working. As soon as the lunch was ready, they immediately started to eat. Of course it was a very simple dish, but it was very good lunch for them.

After a little rest, the reader blew the whistle and all the girl and boy scouts gathered around to start their “Persami” programs.

21. What is the main idea of paragraph 3?  
a. Set up the tent  
b. Persami activity  
c. Cooked the lunch  
d. Journey in the woods
22. They left the woods. . .  
The underlined word refers to . . .  
a. Girl scout  
b. Boy scout  
c. Boy and girl scout  
d. Ropes and nail
23. When the scout have a “persami” activity?  
a. Last day  
b. Yesterday

- c. Last Sunday  
d. Last weekend
24. Which one is NOT needed to sets up the tents?
- a. Nails  
b. Woods  
c. Ropes  
d. Poles
25. What is the communicative purpose of the text?
- a. To retell the events for the purpose of informing or entertaining  
b. To describe a particular person, thing or place  
c. To describe the way things are generic  
d. To retell an event with a humorous twist

**Answer the questions number 26-30 based on the text below!**

Yesterday afternoon I went to a dentist, dr.Saldji at “Bhayangkara Public Hospital”. You know, it was my first time so that I felt nervous to wait my name called.

First, a nurse called my name and asked me to sit on a special chair. Then the doctor tilted the chair. He cleaned my teeth. He used a little round brush and special tooth powder. After that, he showed me how to keep my teeth clean. He used a big set of false teeth and a big toothbrush to show me how to brush the teeth rightly. Brush down on the top teeth, from the gums. Brush up on the bottom teeth from the gums.when he saw a soft in a tooth, he cleaned the spot away with a drill. Then he filled the tooth.

Well, it was my impressive experience.

26. When did the writer go to a dentist?
- a. Last week  
b. Tomorrow  
c. Yesterday afernoon  
d. Today
27. Yesterday afternoon I went to a dentist, dr.Saldji at “Bhayangkara Public Hospital”. You know, it was my first time so that I felt nervous to wait my name called.
- The sentence above is the example of.....
- a. Resolution  
b. Orientation  
c. Events  
d. Reorientation
28. After that, he showed me how to keep teeth clean. (Paragraph 2)
- The underline word refers to....
- a. The writer  
b. The nurse  
c. The dentist  
d. The writer’s family
29. What is the main idea of the first paragraph?
- a. The nurse called the writer’s name  
b. The writer went to dentist  
c. The writer had toothache  
d. The writer felt nervous
30. What is social function of the text?
- a. To persuade the reader  
b. To retell past event  
c. Entertain the reader  
d. To describe something

**Key Answer of the Post Test of Reading Ability of Recount Text**

- |       |       |       |
|-------|-------|-------|
| 1. C  | 11. B | 21. B |
| 2. D  | 12. C | 22. C |
| 3. A  | 13. D | 23. D |
| 4. A  | 14. C | 24. B |
| 5. B  | 15. D | 25. B |
| 6. D  | 16. B | 26. C |
| 7. C  | 17. C | 27. B |
| 8. C  | 18. A | 28. C |
| 9. D  | 19. D | 29. B |
| 10. A | 20. C | 30. B |





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**TRY-OUT**  
**TAHUN PELAJARAN 2013/2014**

Nama : Citra Bastia  
 Kelas/Nomor : VIII F /09  
 Mata Pelajaran : Bahasa Inggris  
 Hari/tanggal : Rabu, 23 April 2014

**LEMBAR JAWAB**

Berilah tanda X Pada huruf a,b,c,d sesuai jawaban yang kau anggap benar!

1	a	b	<input checked="" type="checkbox"/>	d	e
2	<input checked="" type="checkbox"/>	b	c	d	e
3	<input checked="" type="checkbox"/>	b	c	d	e
4	<input checked="" type="checkbox"/>	b	c	d	e
5	a	<input checked="" type="checkbox"/>	c	d	e
6	<input checked="" type="checkbox"/>	b	c	d	e
7	a	b	<input checked="" type="checkbox"/>	d	e
8	a	b	<input checked="" type="checkbox"/>	d	e
9	a	b	c	<input checked="" type="checkbox"/>	e
10	<input checked="" type="checkbox"/>	b	c	d	e

11	a	<input checked="" type="checkbox"/>	c	d	e
12	<input checked="" type="checkbox"/>	b	c	d	e
13	a	b	c	<input checked="" type="checkbox"/>	e
14	a	b	c	d	e
15	a	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	e
16	a	<input checked="" type="checkbox"/>	c	d	e
17	a	b	<input checked="" type="checkbox"/>	d	e
18	<input checked="" type="checkbox"/>	b	c	d	e
19	a	<input checked="" type="checkbox"/>	c	d	e
20	a	b	<input checked="" type="checkbox"/>	d	e

21	<input checked="" type="checkbox"/>	b	c	d	e
22	a	b	<input checked="" type="checkbox"/>	d	e
23	a	b	<input checked="" type="checkbox"/>	d	e
24	a	b	c	<input checked="" type="checkbox"/>	e
25	<input checked="" type="checkbox"/>	b	c	d	e
26	a	b	<input checked="" type="checkbox"/>	d	e
27	a	<input checked="" type="checkbox"/>	c	d	e
28	a	b	<input checked="" type="checkbox"/>	d	e
29	a	<input checked="" type="checkbox"/>	c	<input checked="" type="checkbox"/>	e
30	a	<input checked="" type="checkbox"/>	c	d	e



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**PRE-TEST**  
**TAHUN PELAJARAN 2013/2014**

Nama : M. DARUL UHUM  
 Kelas/Nomor : VIII B / 22  
 Mata Pelajaran : B. Inggris  
 Hari/tanggal : KAMIS / 24 - 04 - 2014

**LEMBAR JAWAB**

Berilah tanda X Pada huruf a,b,c,d sesuai jawaban yang kau anggap benar!

1	a	b	<input checked="" type="checkbox"/>	c	d
2	a	b	c	<input checked="" type="checkbox"/>	d
3	<input checked="" type="checkbox"/>	a	b	c	d
4	<input checked="" type="checkbox"/>	a	b	c	d
5	a	<input checked="" type="checkbox"/>	b	c	d
6	a	b	c	<input checked="" type="checkbox"/>	d
7	<input checked="" type="checkbox"/>	a	b	c	d
8	<input checked="" type="checkbox"/>	a	b	c	d
9	a	b	c	<input checked="" type="checkbox"/>	d
10	a	b	<input checked="" type="checkbox"/>	c	d
11	a	<input checked="" type="checkbox"/>	b	c	d
12	<input checked="" type="checkbox"/>	a	b	c	d
13	a	b	c	<input checked="" type="checkbox"/>	d
14	a	b	<input checked="" type="checkbox"/>	c	d
15	a	<input checked="" type="checkbox"/>	b	c	d
16	a	<input checked="" type="checkbox"/>	b	c	d
17	a	b	<input checked="" type="checkbox"/>	c	d
18	<input checked="" type="checkbox"/>	a	b	c	d
19	a	b	c	<input checked="" type="checkbox"/>	d
20	a	b	<input checked="" type="checkbox"/>	c	d
21	a	b	<input checked="" type="checkbox"/>	c	d
22	a	b	<input checked="" type="checkbox"/>	c	d
23	a	b	c	<input checked="" type="checkbox"/>	d
24	a	<input checked="" type="checkbox"/>	b	c	d
25	<input checked="" type="checkbox"/>	a	b	c	d
26	a	<input checked="" type="checkbox"/>	b	c	d
27	a	<input checked="" type="checkbox"/>	b	c	d
28	<input checked="" type="checkbox"/>	a	b	c	d
29	<input checked="" type="checkbox"/>	a	b	c	d
30	a	b	<input checked="" type="checkbox"/>	c	d

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**POST-TEST**  
**TAHUN PELAJARAN 2013/2014**

Nama : Riza Yulia Pratiwi  
 Kelas/Nomor : Vu B / 28  
 Mata Pelajaran : Bhs. Inggris  
 Hari/tanggal : Senin, 12 Mei 2014

**LEMBAR JAWAB**

Berilah tanda X Pada huruf a,b,c,d sesuai jawaban yang kau anggap benar!

1	a	b	<input checked="" type="checkbox"/>	d
2	a	b	c	<input checked="" type="checkbox"/>
3	<input checked="" type="checkbox"/>	b	c	d
4	<input checked="" type="checkbox"/>	b	c	d
5	a	<input checked="" type="checkbox"/>	c	d
6	a	b	c	<input checked="" type="checkbox"/>
7	a	b	<input checked="" type="checkbox"/>	d
8	a	b	<input checked="" type="checkbox"/>	d
9	a	b	c	<input checked="" type="checkbox"/>
10	<input checked="" type="checkbox"/>	b	c	d
11	a	<input checked="" type="checkbox"/>	c	d
12	a	b	<input checked="" type="checkbox"/>	d
13	a	b	c	<input checked="" type="checkbox"/>
14	a	b	<input checked="" type="checkbox"/>	d
15	a	b	c	<input checked="" type="checkbox"/>
16	a	<input checked="" type="checkbox"/>	c	d
17	a	b	<input checked="" type="checkbox"/>	d
18	<input checked="" type="checkbox"/>	b	c	d
19	a	<input checked="" type="checkbox"/>	c	d
20	a	b	<input checked="" type="checkbox"/>	d
21	<input checked="" type="checkbox"/>	b	c	d
22	a	b	<input checked="" type="checkbox"/>	d
23	a	b	c	<input checked="" type="checkbox"/>
24	a	<input checked="" type="checkbox"/>	c	d
25	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	c	d
26	a	b	<input checked="" type="checkbox"/>	d
27	a	<input checked="" type="checkbox"/>	c	d
28	a	b	<input checked="" type="checkbox"/>	d
29	a	<input checked="" type="checkbox"/>	c	d
30	a	<input checked="" type="checkbox"/>	c	d

The Data of Try Out Test Reliability of Reading Ability

Students	NOMOR SOAL																														Score	Score	Total					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	X	Y	X+Y	X2	Y2	XY		
1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	11	14	25	121	196	154		
2	1	1	1	0	1	0	0	0	0	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	0	1	0	1	1	11	7	16	121	49	77		
3	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	14	13	27	196	169	162		
4	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	12	12	24	144	144	144		
5	1	1	1	0	1	1	0	0	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	13	9	22	169	81	117		
6	0	1	1	0	1	0	0	1	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	0	0	1	10	10	20	100	100	100	
7	1	0	1	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	13	10	23	169	100	130		
8	1	1	1	0	1	1	1	1	0	1	0	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	12	11	23	144	121	132	
9	1	1	1	1	1	0	0	1	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	0	1	11	10	21	121	100	110	
10	1	1	1	0	1	1	0	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	12	12	24	144	144	144	
11	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	1	1	1	10	11	21	100	121	110	
12	1	0	1	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	10	9	19	100	81	90	
13	1	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	13	11	24	169	121	143	
14	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	12	12	24	144	144	144	
15	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1	11	9	20	121	81	99	
16	1	1	1	1	1	0	0	1	0	0	1	0	0	0	0	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	9	10	19	81	100	90	
17	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	0	1	1	13	9	22	169	81	117	
18	1	0	1	0	1	0	1	0	1	1	0	0	0	0	1	1	1	1	0	0	0	1	1	0	1	0	1	1	0	0	1	10	4	14	100	16	40	
19	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	13	13	26	169	169	169	
20	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	15	12	27	225	144	180	
21	1	1	1	1	1	0	0	0	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	11	12	23	121	144	132	
22	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	13	28	225	169	196	
23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	12	12	24	144	144	144	
24	1	1	0	1	1	0	1	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	11	10	21	121	100	110
25	0	1	1	1	1	0	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	12	13	25	144	169	156	
26	1	1	1	0	1	1	1	1	1	0	1	0	0	0	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	1	1	11	9	20	121	81	99	
27	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	13	11	24	169	121	143	
28	1	0	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	11	10	21	121	100	110
29	1	1	1	0	1	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	12	10	22	144	100	120
30	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	14	12	26	196	144	169	
31	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	10	10	20	100	100	100	
32	1	1	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	11	11	22	121	121	121
Total																														378	341	719	4534	3755	4070			

## Appendix 5

### The Calculation of Index of Reliability

$$r_{xy} = \frac{N \sum xy - \left| \sum x \right| \left| \sum y \right|}{\sqrt{\left[ N \sum x^2 - \left| \sum x \right|^2 \right] \left[ N \sum y^2 - \left| \sum y \right|^2 \right]}}$$

$$r_{xy} = \frac{2x4070 - 51x44}{\sqrt{3x4534 - 78^2} \cdot \sqrt{3x3755 - 41^2}}$$

$$r_{xy} = \frac{130240 - 128898}{\sqrt{145088 - 142884} \cdot \sqrt{20160 - 116281}}$$

$$r_{xy} = \frac{1342}{\sqrt{204} \cdot \sqrt{379}}$$

$$r_{xy} = \frac{1342}{\sqrt{8549316}}$$

$$r_{xy} = \frac{1342}{2923,9}$$

$$r_{xy} = 0,45$$

$$r_{II} = \frac{2r_{xy}}{1 + r_{xy}}$$

$$r_{II} = \frac{2x0.45}{1 + 0.45}$$

$$r_{II} = \frac{0.9}{1.45}$$

$$r_{II} = 0.62 \quad (\text{High Reliable})$$



## Appendix 6

### The Reading Ability Score of the Eighth Grade Students of SMP N 5 Kudus in Academic Year 2013/2014 before Taught by Using PQ4R Strategy

No	Score	Criteria	No	Score	Criteria
1	57	Sufficient	18	60	Sufficient
2	77	Good	19	60	Sufficient
3	63	Sufficient	20	67	Sufficient
4	63	Sufficient	21	83	Good
5	57	Sufficient	22	87	Excellent
6	80	Good	23	53	Low
7	77	Good	24	87	Excellent
8	77	Good	25	53	Low
9	80	Good	26	87	Excellent
10	77	Good	27	77	Good
11	63	Sufficient	28	80	Good
12	67	Sufficient	29	57	Sufficient
13	60	Sufficient	30	63	Sufficient
14	70	Good	31	80	Good
15	60	Sufficient	32	73	Good
16	53	Low	33	60	Sufficient
17	60	Sufficient	34	77	Good



## Appendix 7

### The Calculation of Mean and Standard Deviation of the Reading Ability of the Eighth Grade Students of SMP N 5 Kudus before Taught by PQ4R

#### Strategy

$$\text{Number of interval (k)} = 1 + 3.3 \text{ Log N}$$

$$= 1 + 3.3 \text{ Log } 34$$

$$= 1 + 5.05$$

$$= 6.05$$

$$= 6$$

$$\text{Width interval (i)} = \frac{\text{highestscore} - \text{lowestscore}}{\text{number of interval}}$$

$$= \frac{87 - 53}{6}$$

$$= \frac{34}{6}$$

$$= 5.6$$

$$= 6$$

Score	F	X	Fx	x'	f.x'	x' <sup>2</sup>	f(x' <sup>2</sup> )
82-87	3	84.5	253.5	1	3	1	3
76-81	11	78.5	863.5	0	0	0	0
70-75	3	72.5	217.5	-1	-3	1	3
64-69	2	66.5	133	-2	-4	4	8
58-63	10	60.5	605	-3	-30	9	90
52-57	5	54.5	272.5	-4	-20	16	80
<b>Σ</b>	<b>34</b>		<b>2345</b>		<b>-54</b>		<b>184</b>

a. Mean (Average)

$$\bar{X} = \frac{\sum fx}{N}$$

$$= \frac{2345}{34}$$

$$= 68.9$$

b. Standard Deviation

$$SD = \sqrt{\frac{\sum f.x'^2}{N} - \left(\frac{\sum f.x'}{N}\right)^2}$$

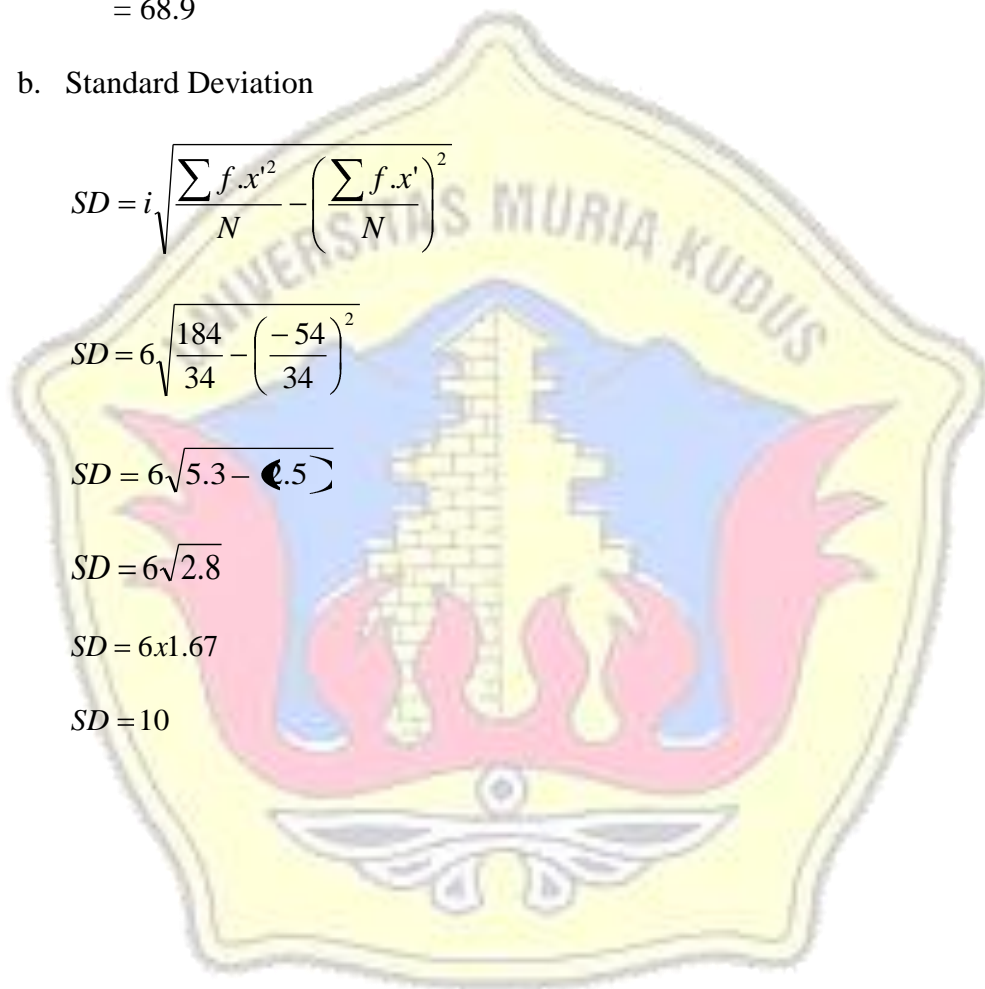
$$SD = \sqrt{6 \left[ \frac{184}{34} - \left(\frac{-54}{34}\right)^2 \right]}$$

$$SD = 6 \sqrt{5.3 - 2.5}$$

$$SD = 6 \sqrt{2.8}$$

$$SD = 6 \times 1.67$$

$$SD = 10$$



## Appendix 8

### The Reading Ability Score of the Eighth Grade Students of SMP N 5 Kudus in academic year 2013/2014 after Taught by PQ4R Strategy

No	Score	Criteria	No	Score	Criteria
1	67	Sufficient	18	87	Excellent
2	87	Excellent	19	70	Good
3	73	Good	20	77	Good
4	80	Good	21	83	Good
5	70	Good	22	90	Excellent
6	77	Good	23	77	Good
7	77	Good	24	93	Excellent
8	73	Good	25	83	Good
9	83	Good	26	73	Good
10	87	Excellent	27	87	Excellent
11	70	Good	28	70	Good
12	90	Excellent	29	90	Excellent
13	63	Sufficient	30	80	Good
14	80	Good	31	93	Excellent
15	70	Good	32	77	Good
16	90	Excellent	33	83	Good
17	70	Good	34	90	Excellent

## Appendix 9

### The Calculation of Mean and Standard Deviation of The Reading Ability of Eighth Grade Students of SMP N 5 Kudus After Taught by Using PQ4R

#### Strategy

$$\text{Number of interval (k)} = 1 + 3.3 \text{ Log N}$$

$$= 1 + 3.3 \text{ Log } 34$$

$$= 1 + 5.05$$

$$= 6.05$$

$$= 6$$

$$\text{Width interval (i)} = \frac{\text{highestscore} - \text{lowestscore}}{\text{number of interval}}$$

$$= \frac{93 - 63}{6}$$

$$= \frac{30}{6}$$

$$= 5$$

Score	F	x	fx	x'	f.x'	x' <sup>2</sup>	f(x' <sup>2</sup> )
89 – 93	7	91	637	4	28	16	112
84 – 88	5	86	430	3	15	9	45
79 – 83	6	81	486	2	12	4	24
74 – 78	5	76	380	1	5	1	5
69 – 73	9	71	639	0	0	0	0
64 – 68	1	66	66	-1	-1	1	1
59 – 63	1	61	61	-2	-2	4	4
<b>Σ</b>	<b>34</b>		<b>2699</b>		<b>57</b>	<b>19</b>	<b>191</b>

a. Mean (Average)

$$\bar{X} = \frac{\sum fx}{N}$$

$$= \frac{2699}{34}$$

$$= 79.3$$

b. Standard Deviation

$$SD = \sqrt{\frac{\sum f.x'^2}{N} - \left(\frac{\sum f.x'}{N}\right)^2}$$

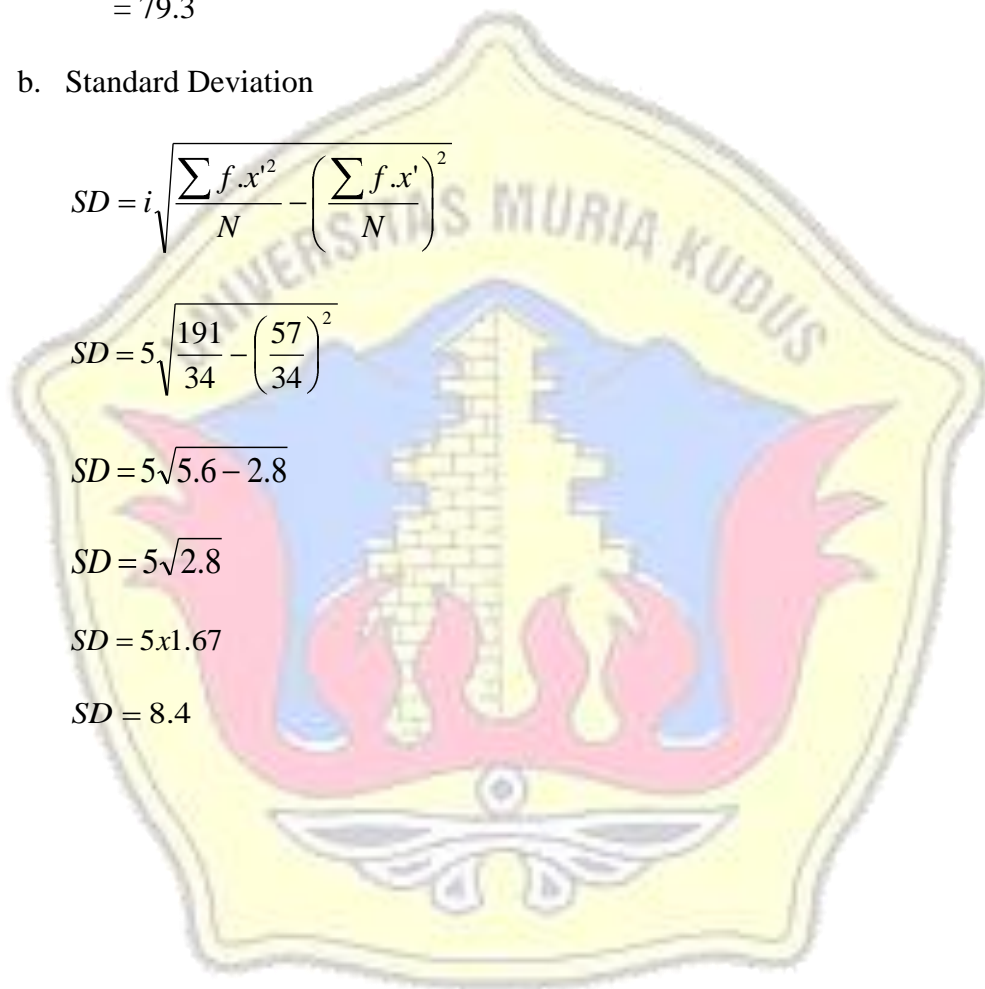
$$SD = \sqrt{\frac{191}{34} - \left(\frac{57}{34}\right)^2}$$

$$SD = \sqrt{5.6 - 2.8}$$

$$SD = \sqrt{2.8}$$

$$SD = 1.67$$

$$SD = 1.67$$



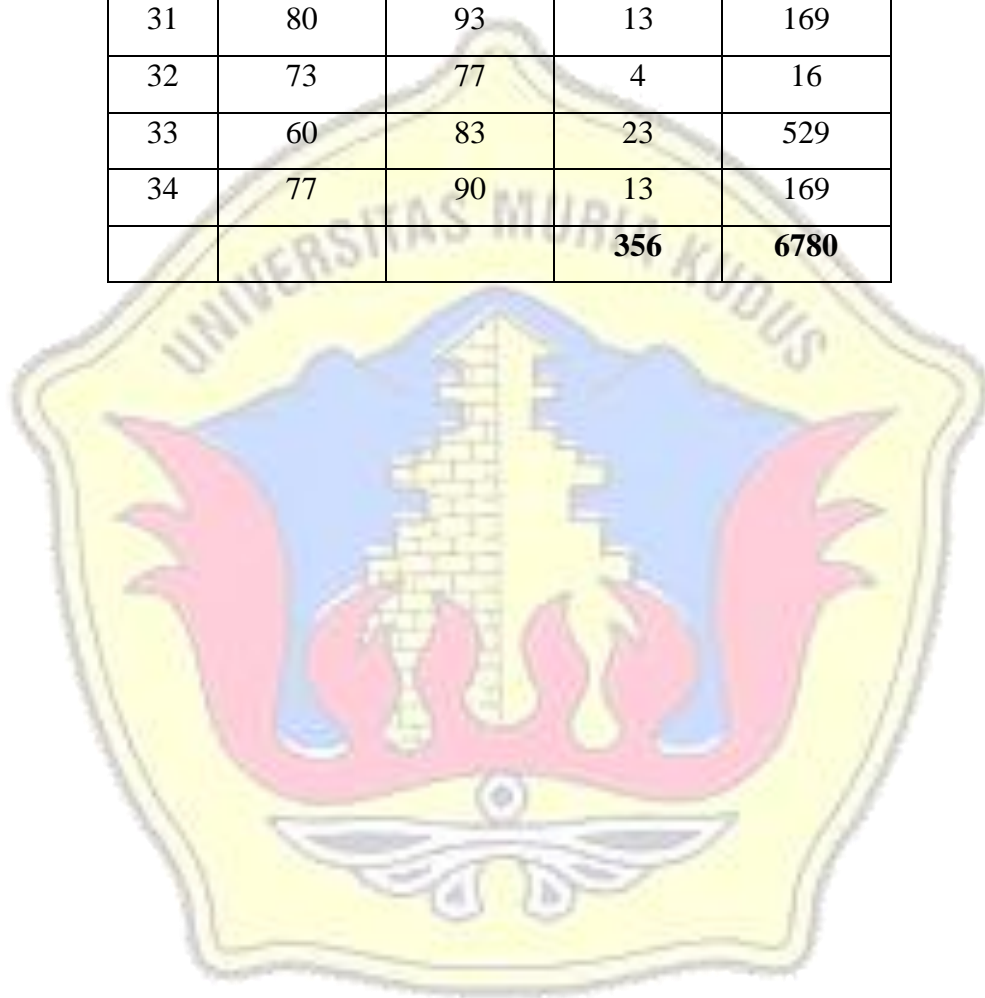


### Appendix 10 (The t-test Result)

#### t-test Calculation of Pre-test and Post-test of the Eighth Grade Students of SMP N 5 Kudus

No	Pre	Post	D	D <sup>2</sup>
1	57	67	10	100
2	77	87	10	100
3	63	73	10	100
4	63	80	17	289
5	57	70	13	169
6	80	77	-3	9
7	77	77	0	0
8	77	73	-4	16
9	80	83	3	9
10	77	87	10	100
11	63	70	7	49
12	67	90	23	529
13	60	63	3	9
14	70	80	10	100
15	60	70	10	100
16	53	90	37	1369
17	60	70	10	100
18	60	87	27	729
19	60	70	10	100
20	67	77	10	100
21	83	87	4	16
22	87	90	3	9
23	53	77	24	576
24	87	93	6	36

25	77	83	6	36
26	80	73	-7	49
27	57	87	30	900
28	63	70	7	49
29	80	90	10	100
30	73	80	7	49
31	80	93	13	169
32	73	77	4	16
33	60	83	23	529
34	77	90	13	169
			<b>356</b>	<b>6780</b>



# The Calculation of t-test of Reading Ability of the Eighth Grade Students of

SMP N 5 Kudus in Academic year 2013/2014 Taught by Using PQ4R

## Strategy

$$\bar{D} = \frac{\sum D}{N}$$

$$\bar{D} = \frac{356}{34}$$

$$\bar{D} = 10.5$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$= \frac{10.5}{\sqrt{\frac{6780 - \frac{(356)^2}{34}}{34(34-1)}}$$

$$= \frac{10.5}{\sqrt{\frac{6780 - 110.25}{1122}}}$$

$$= \frac{10.5}{\sqrt{5.9}}$$

$$= \frac{10.5}{2.42}$$

$$= 4.33$$

**Appendix 11**

**THE LIST OF STUDENTS VIII-F CLASS  
OF SMP N 5 KUDUS  
IN ACADEMIC YEAR 2013/2014  
(Try Out )**

No	Name	No	Name
1	Agung Pratama Wibawa	17	Muhammad Faiz Cesar F
2	Agung Sugiarto	18	Nabilla Theria Zulfa
3	Agustina Destianti	19	Nila Hanik Ahyani
4	Ahmad Az Zubair	20	Nurul Hidayah
5	Alifya Tristyana	21	Oktaviori Indah Nagashi
6	Ananda Shalsabhila	22	R. Vloenvio Wiendy E
7	Avliya Maula Widhas Pras	23	Rizal Saniargo
8	Bima Alexandrio Septian	24	Rizky Andhika
9	Citra Sastia	25	Rizqi Yulian Susanto
10	Dika Nabila	26	Salma Savitri
11	Fernanda Tasya Bella Putri	27	Santi Lestari
12	Khoirun Nisa	28	Sekar Ayu Wulandari
13	Marthin Kristiyanto	29	Shafa Aurelia
14	Meilinda Ferliani Setyowati	30	Taufan Rizky Ardinata
15	Miftahul Novira	31	Wayan Aji Prasetya
16	Mochamad Choirusnizzam	32	Yesitya Nuryana

**THE LIST OF STUDENTS VIII-B CLASS**  
**OF SMP N 5 KUDUS**  
**IN ACADEMIC YEAR 2013/2014**  
**(Pre test - Post test)**

No	Name	No	Name
1	Amalia Nur Anggraini	18	Meilina Rihardini
2	Arnan Sugiarto	19	Muhammad Ilham Ghifari
3	Choirida Puji Erwanti	20	Mohammad Imam Najib M
4	Dwi Abdul Azis	21	Muchammad Lilik Himawan
5	Eric Herlambang	22	Muhammad Darul Ulum
6	Fania Nurul Arifa	23	Muhammad Ali Ridho
7	Fatchurrohman Yulianto	24	Muhammad Helmi Fajri
8	Guntur	25	Noor Aliffah
9	Hanif Mustajab	26	Praspa Wira Buana
10	Hanny Putri Adriani	27	Ragil Ari Wicaksono
11	Intan Rizha Aggraeni	28	Riza Yulia Pratiwi
12	Isna Kurnia Ulya	29	Rizky Bagus Kurniawan
13	Istiqomah	30	Safira Almirania Calista
14	Jilan Nisrina Faatin	31	Syahrul Dwi Anggriawan
15	Kania Chandra Kirana K	32	Syaiful Amri
16	Liana Dewi Haryanti	33	Yoppie Dwi Armega
17	Lintang Ayu Prameswari	34	Zildan Maulana Putra



## Appendix 12

### Critical values of t-table

#### Taraf signifikansi untuk uji-satu ujung

.10	.05	.025	.01	.005.0005
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#### Taraf signifikansi untuk uji-dua ujung

Df	.20	.10	.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.014
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.961	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.373
~	1.282	1.645	1.960	2.326	2.576	3.291

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Kampus Gondangmanis Bae Kudus PO. Box 53 Telp. (0291) 438229, Fax. (0291) 437198

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**STATEMENT**

Name : EVI KRISTIANAWATI  
NIM : 2009-32-194  
Study Program : English Education Program  
Skripsi Title : **“THE READING ABILITY OF THE EIGHTH GRADE STUDENTS OF SMP N 5 KUDUS IN THE ACADEMIC YEAR 2013/2014 TAUGHT BY USING PQ4R STRATEGY”.**

State that this skripsi is indeed the scientific work of mine, not that of others. I only make some certain quotations from others' as references I need to support my skripsi.

I am fully responsible for this statement.

Kudus, September 10<sup>th</sup> 2014

The writer

EVY KRISTIANAWATI  
2009-32-194



## **CURRICULUM VITAE**

The writer was born on Dec, 08<sup>th</sup> 1988 in Kudus. She the first child of Kumaidi, and Nani Suwarni. She has one brother. His name is Sendi Rizal.

She started her study in Elementary School (SD 1 Jetis Kapuan) in 1997 and graduated in 2003. Then She continued her study in Junior High School (SMP N 2 UNDAAN KUDUS) in 2003 and graduated in 2006. Then, She entered to Senior High School (SMA 1 BAE KUDUS) in 2003 and graduated in 2006, She continued her study in the University of Muria Kudus, English Education Department, Teacher Training and Education Faculty.

After graduating from Muria Kudus University, She plan to keep on teaching English, since She have already enjoyed being an English teacher.

## FORMULIR A1

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Kampus UMK Godangmanis Bae Kudus Po. Box 53 Phone/ Fax. 0291-438229

**PENGAJUAN JUDUL DAN BIMBINGAN SKRIPSI**

Nama : Evi Kristianawati  
 NIM / Semester : 2009-32-194 / IX  
 Jumlah SKS Diperoleh / IPK : 140 / 2,98  
 Program : Pendidikan Bahasa Inggris  
 Denan ini mengajukan : Judul skripsi dan Dosen Pembimbing

a. Judul skripsi sebagai berikut :

1. THE READING ABILITY OF THE EIGHT GRADE STUDENTS OF  
 SMP 9 KUDUS IN ACADEMIC YEAR 2013/2014  
 TAUGHT BY USING PQ4R STRATEGY ✓

2.

3.

b. Nama Dosen Pembimbing yang diusulkan :

1. Drs. SUPRIHADI, M.Pd (2) ✓  
 2. DIAH KURNIATI, S.Pd, M.Pd (1) ✓

Mengetahui :

Kudus, 27 Agustus 2013

Ka. Prodi

*[Signature]*

*[Signature]*

KEVI KRISTIANAWATI



Form A2



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### PENETAPAN PEMBIMBING SKRIPSI

Nomor : 1045/FKIP.UMK/PBI-SEMESTER GASAL/VIII/2013.

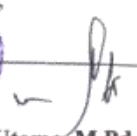
Dengan hormat, kami memberikan tugas kepada:

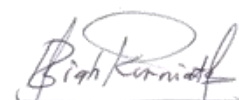
1. Nama Dosen	:	<b>Drs. Suprihadi, M.Pd</b>
NIP/NIS	:	19570616-198403-1-015
Jabatan/Pangkat/Golongan	:	Lektor Kepala / Pembina Tk. I / IV b
2. Nama Dosen	:	<b>Diah Kurniati, S.Pd, M.Pd</b>
NIP/NIS	:	0610701000001190
Jabatan/Pangkat/Golongan	:	Lektor / Penata / III c
Untuk berturut-turut menjadi Pembimbing I dan II Skripsi yang akan ditulis oleh mahasiswa :		
Nama	:	<b>EVI KRISTIANAWATI</b>
NIM/Semester	:	2009-32-194
Jumlah SKS Diperoleh / IPK	:	
Program Studi	:	<b>PENDIDIKAN BAHASA INGGRIS</b>
Tema/Judul	:	The Reading Ability of the Eight Grade Students of SMP 5 Kudus in Academic Year 2013/2014 Taught by Using PQ4R Strategy

Sehubungan dengan hal tersebut, mohon usulan tersebut dapat disetujui.

Kudus, 3 September 2013.

Ka.Progdi PBI,

Menyetujui:  
Dekan FKIP,  
  
**Dr. Slamet Utomo, M.Pd**  
NIP. 19621219 198703 1 001

  
**Diah Kurniati, S.Pd, M.Pd**  
NIS. 0610701000001190





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No. : 512/FKIP.UMK/B.09.212/III/2014  
 Lamp. : -  
 Hal : Permohonan Ijin Penelitian

11 Maret 2014

Yth. Kepala  
**SMP NEGERI 5 KUDUS**  
 di -  
 JEPARA

Kami sampaikan dengan hormat bahwa mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus :

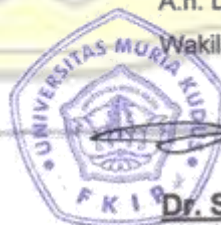
Nama : **EVI KRESTIANAWATI**  
 NIM : 2009 - 32 - 194  
 Fakultas/Prodi : KIP/Pendidikan Bahasa Inggris

Akan mengadakan penelitian untuk penulisan skripsi dengan judul :  
**"THE READING ABILITY OF THE EIGHTH GRADE STUDENTS OF SMP N 5 KUDUS IN THE ACADEMIC YEAR 2013/2014 TAUGHT BY USING PQ4R STRATEGY"**

Sehubungan dengan hal tersebut, kami mohon dengan hormat kesediaan Bapak/Ibu untuk berkenan memberikan ijin mahasiswa diatas guna memperoleh data yang diperlukan.

Atas perkenan dan bantuan Bapak, kami sampaikan terima kasih.

A.n. Dekan,  
 Wakil Dekan I



**Dr. Sri Utaminingsih, M.Pd**  
 NIS. 0610701000001218



**PEMERINTAH KABUPATEN KUDUS  
DINAS PENDIDIKAN PEMUDA DAN OLAAHRAHA  
SMP 5 KUDUS**

**JL. Sunan Muria 58 ☎ (0291) 432132 Kudus**

**SURAT KETERANGAN**

No : 420/ ~~286~~ /14.06.07/2014

Yang bertanda tangan di bawah ini ;

Nama : **TURAEKAN,S.Pd.**  
NIP : 19690510 199003 1 008  
Pangkat/Gol : Pembina , IV/a  
Jabatan : Wakil Kepala SMP 5 Kudus

Menerangkan dengan sesungguhnya, bahwa ;

Nama : **EVI KRISTIANAWATI**  
NIM : 200932194  
Program studi : FKIP PBI  
Universitas Muria Kudus  
Jenjang Program : S 1  
Tahun akademik : 2013/2014  
Keterangan : Bahwa yang bersangkutan benar-benar telah melaksanakan penelitian skripsi di SMP 5 Kudus pada tanggal 12 April s.d 12 Mei 2014

Demikian Surat Keterangan ini dibuat untuk dapat digunakan seperlunya.



Kudus, 13 Mei 2014  
Wakil Kepala SMP 5 Kudus

*Turaekan*  
**TURAEKAN,S.Pd**  
NIP. 19690510 199003 1 008

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 UNIVERSITAS MURIA KUDUS  
 Kampus Gondangmanis Bae Kudus PO. Box 53 Phone/Fax. 0291- 438229

#### KETERANGAN SELESAI BIMBINGAN

Yang bertanda tangan di bawah ini:

Nama : Drs. H. Supriyadi, M.Pd  
 NIP : 19570616 198403 1015  
 Jabatan : Pembimbing I

Nama : Diah Kurniati, S.Pd, M.Pd  
 NIS : 0610701000001190  
 Jabatan : Pembimbing II

Menerangkan bahwa :

Nama : Evi Kristianawati  
 NIM/Semester : 2009-32-194  
 Program Studi : Pendidikan Bahasa Inggris

Telah selesai dalam menjalani bimbingan skripsi dengan judul:

**"THE READING ABILITY OF THE EIGHTH GRADE STUDENTS OF  
 SMP 5 KUDUS IN ACADEMIC YEAR 2013/2014 TAUGHT BY USING  
 PQ4R STRATEGY"**

Demikian surat keterangan ini dibuat sebagai syarat untuk mengajukan  
 permohonan ujian terakhir.


Kudus, September 2014

Pembimbing II

  
Diah Kurniati, S.Pd, M.Pd

NIS.0610701000001190

Pembimbing I

  
Drs. H. Supriyadi, M.Pd

NIP. 19570616 198403 1015

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**PERMOHONAN UJIAN SKRIPSI**

Yang bertanda tangan di bawah ini, saya:

Nama : Evi Kristianawati  
NIM/ Semester : 2009-32-194 / X  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan menempuh ujian skripsi.

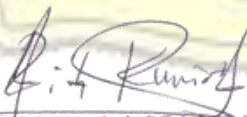
Bersama ini kami lampirkan hal-hal sebagai berikut:

1. Surat pernyataan mahasiswa tentang orisinalitas skripsi.
2. Surat keterangan selesai bimbingan skripsi.
3. Naskah skripsi 4 eksemplar.
4. Tanda bukti pembayaran biaya bimbingan dan ujian skripsi.
5. Transkrip nilai yang telah lulus dengan IPK minimal 3,0.

Kudus, September 2014

Mengetahui

Ka. Progdi Pendidikan Bahasa Inggris

  
Diah Kurniati, S.Pd. M.Pd.  
NIS. 0610701000001190

Pemohon

  
Evi Kristianawati  
2009-32-194



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UNIVERSITAS MURIA KUDUS  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Kampus UMK Gondangmanis Bae Kudus Po Box 53 phone/fax.0291-438229

**BERITA ACARA BIMBINGAN**

Nama : Evi Kristianawati  
Nim/semester : 2009-32-194  
Program studi : Pendidikan Bahasa Inggris  
Pembimbing : 1. Drs. Supriyadi, M.Pd  
2. Diah Kurniati, S.Pd, M.Pd

No.	Hari/Tanggal	Bagian/Bab/Hasil Yang Dikonsultasikan	Tanda Tangan		Keterangan
			Pembimbing	Mahasiswa	
	28/2/13	Proposal	[Signature]	[Signature]	Rini
	13/11/12	Proposal	[Signature]	[Signature]	Kerik
	22/1/13	Proposal	[Signature]	[Signature]	Dec

Pedoman Skripsi FKIP UMK - 2012

No.	Hari/Tanggal	Bagian/Bab/Hasil Yang Dikonsultasikan	Tanda Tangan		Keterangan
			Pembimbing	Mahasiswa	
	8/1	Dp 1-2	[Signature]	[Signature]	rusi
	4/2	Dp 1-2	[Signature]	[Signature]	ari
	4/2	Dp 3	[Signature]	[Signature]	Rusi
	11/2	Dp 3	[Signature]	[Signature]	elli
	20/3	Disinur/Kjia	[Signature]	[Signature]	
	5/6	Disinur/Kjia	[Signature]	[Signature]	fo. on
	20/6	I - VI	[Signature]	[Signature]	Porter ki hipoteris dan desimplu
	8/8	I - VI	[Signature]	[Signature]	tan na dg
	21/8	I	[Signature]	[Signature]	alas

Pedoman Skripsi FKIP UMK - 2012



No.	Hari/Tanggal	Bagian/Bab/Hasil Yang Dikonsultasikan	Tanda Tangan		Keterangan
			Pembimbing	Mahasiswa	
	4/10/14				Kein-hipotenur
	10/10/14	I - VI			kevin lagi
	20/10/14	III Draft			Ace
	21/10/14	IV - VI			duy!
	26/10/14	IV - VI			ch!
	26/10/14	III Draft			aw!

[illegible]